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A study revealing the opinions of Kansas high school graduates concerning the educational program that they were just completing in 1962 and their future plans. They were asked whether they would continue their education; if so, what kind of school would be attended; did they plan to continue in an institution outside of Kansas; what attitude did their parents have about their going to college; what was the influence of high school teachers on their plans; would parents help them financially; what field of interest would they follow; what were their attitudes toward borrowing money; and how would they rate the educational opportunities offered by their high school in preparing them for college work.

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A Study of 6750 Kansas High School Seniors in 101 North Central Association Schools

8286

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FOREWORD

Nine years ago, a study was reported in Volume 4, No. 3 of *Kansas Studies in Education* which revealed the opinions of 2500 Kansas high school graduates about the educational program that they had just completed. In a number of respects, the present study is a follow-up of this previous study since once again the opinions of a representative group of Kansas high school graduates have been sought.

While the present study contains the opinions of a much larger group of students, it also concerns reactions to issues that are more recent in importance. Most important of all is that now we can make comparisons between two groups of students separated by a decade. Thus the schoolmen and women of Kansas may obtain both a longitudinal and latitudinal view of their program. From such an analysis, we hope that ideas may come which will result in a better program of education for the boys and girls of our state.

THE EDITOR

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A Study of 6750 Kansas High School Seniors*

KENNETH E. ANDERSON, DALE P. SCANNELL, AND LAWRENCE T. CASTO**

Introduction

During the school year 1961-62, copies of a ten-page questionnaire entitled: "Inquiry to Kansas High School Seniors," were mailed to two samples of high schools holding membership in the North Central Association of Colleges and Secondary Schools. The questionnaire consisted of one hundred items covering personal and family data, courses taken in high school, extra-class activities, attitudes concerning school, and future plans.

The two samples of schools were selected by the method of stratified sampling (random sampling from sub-groups which together comprise a population of interest). In this method a given stratum is represented in the total sample in the same proportion as that stratum is a proportion of the total population. That is, if one group comprises one-third of the population, one-third of the sample is selected from that group. The purpose of this procedure was to obtain two non-duplicative samples of about fifty schools, each of which would be representative of the finite population of 220 North Central high schools in Kansas. The composition of the combined samples appears in Table 1.

TABLE 1
Number of Schools and Students in the Combined Samples

Stratum	Size	Number	
		Schools	Students
I	Under 100	11	192
II	100-199	36	1081
III	200-499	34	2058
IV	500-999	16	2161
V	1000 or over	4	1258
	Totals	101	6750

*This study has the endorsement of the Kansas State Committee of the North Central Association of Colleges and Secondary Schools. Supported by University of Kansas General Research Fund, Project 3686-5038.

**During the period of this study, Lawrence T. Casto was on the staff of the School of Education of the University of Kansas as an assistant on this research project and as a teaching assistant in mathematics education.

One finding in an unpublished study[1] completed in October 1962 supports the method of stratified proportional sampling as a method for obtaining representative samples for educational research purposes when the unit used in the analysis of the data is the same as that used for sampling purposes. Despite the fact that the unit used for the present report was the student and not the school, it is probably safe to assume that the combined sample of 6,750 sudents was fairly representative of all the students in the 220 schools holding membership in the North Central Association of Colleges and Secondary Schools.

Treatment of the Replies

The 6,750 seniors in the 101 Kansas high schools completed the ten-page self-coding questionnaire during the early months of 1962. All of the completed questionnaires were processed by IBM methods during the spring of 1962. Tables 2 through 32 present the results of the analysis, question by question. In all instances, except for the statements appearing in Table 24, the replies to the various items are reported as percentages. Thus in Table 2, 3,474 or 51.47 per cent were males, 3,258 or 48.27 per cent were females, and 18 or .26 of 1 per cent failed to answer this question.*

In a previous study[2] of 2,500 high school graduates published in 1954, high school graduates of 1948, 1949, and 1950 were asked to respond to a questionnaire which contained many items identical or similar to the ones used in the present study. Insofar as it was possible, comparisons were made between the 1954 study and the present one. The contrasts in many instances proved most interesting. Since the graduates of 1948, 1949, and 1950 completed the questionnaires in 1951 and the present groups of seniors completed the questionnaires in 1962, more than a decade separates the two groups.

In the 1954 study, four strata of schools were designated according to size: (1) 1 to 100, (2) 101 to 250 students, (3) 251-500 students, and (4) over 500 students. Schools for the study were chosen by random means and in proportion to the numbers in which they existed within the four strata. The final sample chosen included sixty schools. In all, 7,600 questionnaires were mailed to the graduates during the year 1951. In all, 2,495 usable questionnaires were returned. Supporting data presented in the study indicated that the 2,495 graduates were fairly representative of the graduates of Kansas high schools

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[1] Lawrence T. Casto. "A Study of Sampling Procedures Using a 100-Item Inquiry to Kansas High School Seniors with Some Suggestions Relative to Omitted or Illegible Responses." Unpublished doctoral dissertation, University of Kansas, 1962, 100 pp.

[2] Kenneth E. Anderson, Carl E. Ladd, and Herbert A. Smith. "A Study of 2500 Kansas High School Graduates." *Kansas Studies in Education*, 4 (June 1954) 1-45.

* Tables 2-33 may be found in the Appendix, pages 14-26.

for the years considered in terms of academic ability, year of graduation, size of school, and age. Most of the schools in the study were members of the North Central Association of Colleges and Secondary Schools. Thus, the two samples, the present one and the 1954 group, probably represent the same population, and it is appropriate to compare their responses.

The Results

Distribution of Sexes (Table 2)

The percentages of males and females in the study were 51.47 and 48.27 respectively. Sex was not indicated by .26 per cent of the sample.

Marital Status (Table 3)

Only 1.75 per cent of the seniors indicated that they were married.

Education of the Father and Mother (Tables 4 and 5)

About 31 per cent of the fathers had graduated from high school, about 15 per cent had attended college, and about 13 per cent had earned one or more college degrees. About 41 per cent of the mothers had graduated from high school, about 17 per cent had attended college, and about 11 per cent had earned one or more college degrees. Thus, the mothers completed more formal education than the fathers.

When the frequency distributions on these two items were compared for the 1954 study and the present study, significant differences occurred in favor of the 1962 group. In both instances the chi-square values were significant at the 0.1 per cent level indicating that the two distributions were not homogeneous.[3] An inspection of the two distributions indicates that the fathers in the present sample received more formal education than the fathers in the previous study. The average values lie between "did some high school work" and "graduated from high school." The findings for mothers follow the same pattern. Thus in both studies, the mothers had an average level of education higher than the fathers. In addition, the 1962 group of mothers and fathers had an average level of education higher than their counterparts in 1954.

Satisfaction with Academic Achievement in High School (Table 6)

About 51 per cent of the students were "satisfied" or "thoroughly satisfied" with their academic achievement in high school whereas about 49 per cent were "thoroughly dissatisfied" or "somewhat dissatisfied" with their academic achievement in high school.

Inspirational Teachers (Table 7)

About 83 per cent of the students stated they had had an inspirational teacher and about 16 per cent indicated they had not. No attempt was made

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[3] Palmer O. Johnson. *Statistical Methods in Research*. Prentice-Hall, Inc., New York, 1949. pp. 94-96.

to establish criteria as to what constituted inspirational teaching. Therefore, the students did not have a definite benchmark to use in making judgments as to whether or not a teacher was inspirational.

Subject-matter Areas of the Inspirational Teachers (Table 8)

About 60 per cent of the inspirational teachers were teachers of English and speech, the vocational subjects, the social sciences, or mathematics. About 19 per cent were teachers of English and speech. The rank order in terms of the percentages in Table 8 is: English and speech, the vocational subjects, the social sciences, mathematics, the sciences, music, physical education, foreign languages, and art.

Hours Devoted to Study (Table 9)

About 37 per cent of the students spent from five to ten hours studying per week and about another 34 per cent spent 11 to 20 hours per week in study. About 18 per cent spent more than 21 hours a week in study.

Participation in Extracurricular Activities (Table 10)

About 18 per cent of the students indicated they had participated in eight or more activities while in high school. About 29 per cent had participated in from five to seven activities, about 15 per cent in four activities, and 34 per cent had participated in from one to three activities. About 4 per cent indicated they had not participated in a single activity.

Hours Spent on Extracurricular Activities (Table 11)

About 36 per cent of the students spent one to four hours on extracurricular activities per week whereas another 47 per cent indicated they had spent from five to twenty hours on activities per week. About 11 per cent indicated that no time at all had been devoted to activities.

Value of Extracurricular Activities (Table 12)

About 66 per cent of the students felt that their participation in extracurricular activities had been "valuable and useful" or "very valuable and useful." About 27 per cent felt that their participation had been "perhaps of some value." About 6 per cent felt the participation was "a distinct waste of time and effort" or "of no particular use or value."

When the two frequency distributions for this item for the 1954 study and the present one were compared, the chi-square value obtained was significant at the 0.1 level. An inspection of the distribution reveals that the 1962 group as a whole placed less value on their extracurricular participation than did the 1954 group. This finding may suggest a change in student values or it may reflect a general increase in non-school, community activity programs. This study does not present evidence on which to draw a conclusion about this point.

Value of High School Education (Table 13)

About 76 per cent of the students felt that their high school education was "very valuable and useful." If the responses to "valuable and useful" are added, the percentage is increased to 97.

When the frequency distributions for this item for the 1954 study and the present one were compared, the chi-square value obtained was significant at the 0.1 level. A comparison of the distributions reveals that the 1962 group, as a whole, placed more value on their high school education than did the 1954 group.

Satisfaction with Training or Experience while in High School (Table 14)

The students were asked to react to seventeen items related to training or experience received while in high school by marking each item according to a five-point scale ranging from unsatisfactory (disappointed) to highly satisfactory (well pleased).

The percentages for the four- and five-point ratings were summed for each item and the percentages for the one- and two-point ratings were summed for each item. The difference between sums for each item was used as the basis for a score by which to rank the items in terms of satisfaction for the high school students marking the seventeen items. The rankings from highest to lowest, in terms of the procedure outlined above, are

1. Development of high ideals and suitable moral code. (1)*
2. Improvement in ability to undertake and proceed with new tasks. (2)
3. Development of the ability to meet people easily. (4)
4. Development of effective health habits. (3)
5. Development of a broad understanding of social and economic problems. (10)
6. Cultivation of a wholesome appreciation of work. (5)
7. Development of a sound philosophy of life. (9)
8. Training for active participation in civic and community life. (7)
9. Stimulation of a desire to read and appreciate good literature. (6)
10. Preparation in speaking and writing effectively. (8)
11. Preparation for home and family living. (11)
12. Information and advice on future education. (12)
13. Training for the vocation in which I hope to engage. (14)
14. Stimulation of esthetic appreciation, particularly of good music and art. (13)
15. Training for effective use of leisure time. (15)
16. Training in supervising or directing the activities of others. (16)
17. Guidance and counsel on selection of the proper job for me. (17)

In the 1954 study, the students were asked to react to the same seventeen

* See explanation which follows as to the meaning of the numbers in parentheses.

items by marking them: (1) S—highly satisfactory (well pleased); (2) A—about average in this respect (moderately satisfied); and (3) U—unsatisfactory (disappointed). The percentage marking each item "U" was subtracted from the percentage marking each item "S" to obtain an index similar to the one obtained for the present study. The seventeen items were ranked from highest to lowest in terms of the indices obtained. The numbers appearing in parentheses after the statements in the 1962 list refer to the rankings the items received in the 1954 study. A rank-order coefficient of correlation was computed for the two sets of ranks and the value obtained was .94. Thus there was a great similarity in the two rankings. The only item which changed markedly in its rank was "development of a broad understanding of social and economic problems;" its rank changed from ten to five. Other items which changed two or more ranks were: (1) development of a sound philosophy of life, from nine to seven; (2) stimulation of a desire to read and appreciate good literature, from six to nine; and (3) preparation in speaking and writing effectively, from eight to ten. Apparently the 1954 graduates felt that these aspects of the English program were more satisfactory than their counterparts in 1962 had felt.

Intellectual Curiosity, Persistence, and a Questioning Attitude (Tables 15, 16, 17, and 18)

The questionnaire included four items pertaining to intellectual curiosity, persistence, and a questioning attitude.

With regard to intellectual curiosity (Table 14), about 50 per cent of the students rated themselves "somewhat above average" or "considerably above average" on this trait. About 44 per cent considered themselves "average" in this respect.

Willingness to stand discomfort (Table 15) or willingness to spend time beyond the ordinary schedule (Table 16) in completion of a given task, were the concern of two items. About 50 per cent of the students rated themselves "somewhat above average" or "considerably above average" on these two traits. About 43 per cent considered themselves "average" on these two items.

With regard to a questioning attitude, that is, questioning the absolute truth of statements from textbooks, newspapers, magazines, or of statements by persons in position of authority, about 50 per cent of the students rated themselves "average" in this respect. About 25 per cent rated themselves "somewhat above average" and about another 8 per cent rated themselves "considerably above average" on this trait.

The results on these four items indicate that students are reluctant to rate themselves as below average on these traits. This may be due to the absence of a reference point on which students base their judgment.

Factors Influencing Vocational Choice (Table 19)

The students were asked to rate fifteen items which may have influenced

the vocational choice they have made or one they are considering. The following code was used: (1) very much, (2) much, (3) some, (4) hardly any, and (5) not at all.

An examination of Table 19 reveals that the following three factors were marked "very much" by more than 20 per cent of the students: (1) a fair knowledge of my own interest and abilities—38.09 per cent; (2) advice of parents—27.60 per cent; and (3) talks with people not connected with the high school or college—22.03 per cent.

The following six factors were marked "not at all" by more than 20 per cent of the students: (1) a guidance class in high school—52.65 per cent; (2) advice of a minister—45.91 per cent; (3) advice of a high school principal or superintendent—36.84 per cent; (4) working at this vocation after school, or Saturday, or during summer vacations—33.48 per cent; (5) motion pictures you have seen—29.10 per cent; and (6) public library books or lectures—24.06 per cent.

The percentages for the responses "very much" and "much" were summed for each of the fifteen items, and the percentages for the responses "hardly any" and "not at all" were summed for each of the fifteen items. Then, the latter sums were subtracted from the former sums to obtain a score with which to rank-order the factors from "most influential" to "least influential." The order of the factors is as follows:

1. A fair knowledge of my own interests and abilities. (1) (1)*.
2. Advice of your parents. (4) (2)
3. Other subject studied in high school (other than a guidance class). (3) (4)
4. Talks with people not connected with the high school or college. (2) (3)
5. Advice of a high school teacher. (6) (7)
6. General reading in newspapers and magazines. (5) (5)
7. The program of the high school as a whole. (9) (8).
8. Books you read in high school. (8) (9)
9. Advice of a high school counselor. (11) (13)
10. Working at the vocation after school, on Saturday, or during a summer vacation. (7) (6)
11. Public library books or lectures. (10) (11)
12. Motion pictures you have seen. (12) (10)
13. Advice of a high school principal or superintendent. (13) (12)
14. Advice of a minister. (14) (14)
15. A guidance class in high school. (15) (15)

It is interesting to note that in the study of 2500 high school graduates published in 1954 similar results were obtained. The groups compared in the

* See explanation which follows as to the meaning of the numbers in the parentheses.

1954 study were: (1) a high group (those who ranked in the upper thirty per cent of their graduating class) N=386; and (2) a low group (those who ranked in the lower thirty per cent of their graduating classes) N=247.

The sums of the percentages for "hardly any" and "none" were subtracted from the sums of the percentages for "very much" and "much" for each item in the 1954 study for the high group. The difference score was used to rank-order the factors from the "most influential" to the "least influential." The ranks for the high group appear as the first numbers in the parentheses after each of the factors in the 1962 study. Following the same procedure, the ranks for the low group were also obtained. These appear as the second numbers in the parentheses after each of the factors in the 1962 list.

When rank-order coefficients of correlation were computed between the 1962 ranks and each of the 1954 ranks, coefficients of .95 and .92 were obtained. It was interesting to note that in addition to the great similarities in rankings of the factors for all three groups as evidenced by the coefficients, "a fair knowledge of my own interests and abilities" ranked number one on all three lists and that "a guidance class in high school" ranked number fifteen or last on all three lists.

Leisure-Time Activities (Table 20)

The seniors were asked to check each of the thirty-two items regarding their leisure-time activities by responding in one of three ways: (1) I participate in this activity *more than* the average person, (2) I participate in this activity *less than* the average person, and (3) I *do not* participate in this activity at all. The percentages for responses (2) and (3) were summed and subtracted from the percentage for response (1) for each item. The index obtained reflects the extent to which the group participated in the particular activity. The thirty-two indices so obtained were arranged in rank order from high to low. Therefore, the list of activities below range from "most participation" to "least participation." The numbers in parentheses after each of the activities refer to the rankings of the activities in the 1954 study. The order of activities is as follows:

1. Listening to the radio. (1)
2. Spectator of sports. (6)
3. Informal discussions, e.g., bull sessions. (7)
4. Odd jobs at home. (9)
5. Attending small social entertainments. (3)
6. Magazine reading for pleasure. (2)
7. Church and related organizations. (8)
8. Dancing. (15)
9. Special hobbies not mentioned above. (19)
10. Newspaper reading. (4)
11. Book reading for pleasure. (10)

12. Attendance at motion pictures. (5)
13. Indoor individual sports—bowling, pool, etc. (25)
14. Organizations or club meetings as a member. (20)
15. Fishing or hunting. (21)
16. Playing musical instruments or singing. (16)
17. Watching television. (32)
18. Traveling or touring. (13)
19. Outdoor individual sports—golf, skating, etc. (22)
20. Indoor team sports—basketball, volleyball, etc. (23)
21. Outdoor team sports—hockey, baseball, etc. (24)
22. Attending large social functions. (18)
23. Card playing. (12)
24. Picnics. (11)
25. Musical programs or concerts. (14)
26. Camping. (29)
27. Entertaining at home. (17)
28. Organizations or club meetings as a leader. (30)
29. Volunteer work—social service, etc. (26)
30. Amateur dramatics. (28)
31. Visiting art galleries, museums, etc. (27)
32. Theater attendance (not motion pictures). (31)

A rank-order correlation coefficient was computed for the two sets of ranks (1962 and 1954) and a coefficient of .75 was obtained. Thus, the two rankings were quite similar despite the decade or more which separated the times when the respondents of the two groups completed the questionnaires.

An examination of the rankings indicates that "listening to the radio" was first on both lists. "Theater attendance" dropped from a rank of 31 to a rank of 32. The most noticeable change in rank was that for "watching television" which rose from a rank of 32 to a rank of 17. It was also interesting to note that "spectator of sports" rose from a rank of six to a rank of two.

Number of Semesters of Various Subjects Studied in High School (Table 21)

The percentages of students who had studied mathematics, science, English, speech, social sciences, and foreign languages for a given number of semesters are presented in Table 21. Some of the percentages reported might be questioned. For example some students indicated that they had had five or less semesters of English. Either the students marked their responses in a careless fashion or, in fact, some of the students actually did not take much English. The former factor probably accounts for most of the questionable entries in this table.

Many educators feel that two years, four semesters, of study constitute a desirable minimum in all areas mentioned above except English or an Eng-

lish-Speech combination. The percentage of students in this sample reaching at least the suggested minimums are as follows:

Mathematics—78%
Science—67%
Social Science—93%
Foreign Language—29%

In the case of English, 94 per cent of the students indicated that they had studied this subject for three or four years. For speech, 56 per cent indicated a total absence of classwork, whereas 10 per cent indicated they had had at least one semester of the course.

Foreign Languages Studied (Table 22)

About 20 per cent of the students indicated that they had studied Spanish, about 7 per cent had studied French, and about 3 per cent had studied German. Less than 1 per cent indicated they had studied Russian and about 17 per cent had studied some language other than Spanish, French, German, and Russian. Undoubtedly Latin was among the "other" languages studied.

Russian and United States Educational Systems (Tables 23 and 24)

About 22 per cent of the students indicated that they felt the Russian educational system was better than that of the United States and about 74 per cent thought the reverse was true.

The students were asked to write a comment or a short statement if they so desired. Many of the students replied and some of the replies appear in Table 24. The replies indicate that some students did have opinions and that some reading on the subject had taken place.

Education Beyond High School (Table 25)

About 81 per cent of the students indicated they planned to continue their education beyond the high school whereas about 17 per cent indicated they did not plan to continue their education. The remaining 2 per cent omitted the item.

Type of College Attendance Planned (Table 26)

The students who planned to continue their education beyond the high school were asked to indicate the kind of school they planned to attend. About 47 per cent indicated they planned to attend a public or state-supported school. About 18 per cent of the students indicated they planned to attend a state university. About 14 per cent indicated they planned to attend a private or privately supported school. About 16 per cent planned to attend a vocational school, business college, or trade school.

Education Beyond High School in or out of Kansas (Table 27)

About 20 per cent indicated they planned to attend a school outside of Kansas whereas about 61 per cent planned to attend a school in Kansas.

PARENTS ATTITUDES ABOUT COLLEGE (Table 28)

About 72 per cent of the students indicated their parents wanted them to go to college. About nine per cent of the students indicated that their parents did not care whether they went to college or not. Less than 1 per cent of the students indicated their parents would not let them go to college.

INFLUENCE OF TEACHERS ON COLLEGE PLANS (Table 29)

About 53 per cent of the students indicated that their teachers had encouraged them to go to college. About 27 per cent felt the attitude of their teachers had no effect on their decision to go or not to go to college. Only about 1 per cent of the students thought their teachers had discouraged them from going to college.

PARENTS ABILITY TO PAY FOR COLLEGE (Table 30)

About 14 per cent of the students indicated that their parents could not afford to send them to college whereas about 49 per cent said they could but with much sacrifice. About 18 per cent indicated their parents could easily afford to send them to college.

FIELDS OF INTEREST FOR COLLEGE STUDY (Table 31)

The students had an opportunity to indicate in one of twenty ways, their field of interest for college study. The most frequent fields mentioned were: (1) business—15.05 per cent; (2) teaching—11.45 per cent; (3) engineering—7.24 per cent; (4) fine arts—4.21 per cent; (5) nursing—4.12 per cent; and (6) medicine—3.10 per cent. About 14 per cent indicated they were undecided in their choice of an area in which to study.

BORROWING MONEY TO GO TO COLLEGE (Table 32)

About 40 per cent indicated that they would borrow money to go to college whereas about 39 per cent indicated they would not borrow money to go to college.

THE HIGH SCHOOL AND PREPARATION FOR COLLEGE (Table 33)

About 42 per cent of the students rated their high schools "very good" or "superior" in terms of preparation for college work whereas about 9 per cent termed their high schools "very inferior" or "inferior." About 30 per cent rated their high schools "good."

Summary

It is most difficult to summarize the variety of facts and statements in the thirty-two tables presented in this report. In a sense, each table with its percentages must stand alone as a representation of Kansas high school seniors with regard to the questions asked.

There are some facts, however, which lend themselves to a summarization of sorts. They are as follows:

1. Very few seniors were married. In fact, the percentage was 1.75.

2. In terms of the amount of schooling received, the average level of the mothers was higher than that of the fathers. In addition, the average level of both parents was higher for the seniors in the present study than it was for the graduates in the 1954 study.

3. A slightly greater m jority of the students were satisfied with their academic work in high school than were dissatisfied.

4. Although no criteria were given the students as to what constituted inspirational teaching, about four-fifths of the students indicated they had had an inspirational teacher in at least one subject.

5. In general, the median number of hours spent in study per week was between eleven and twenty hours.

6. The median number of extracurricular activities participated in while in high school was four.

7. In general, the median number of hours spent on extracurricular activities per week was between five and ten hours.

8. Although 66 per cent of the seniors felt that their participation in extracurricular activities was "valuable and useful" or "very valuable and useful," the value placed on this participation was not as high as it was by the graduates in the 1954 study.

9. Not only did 97 per cent of the seniors feel that their high school education was "valuable and useful" or "very valuable and useful," but they rated this item higher than did the graduates in the 1954 study.

10. In reaction to seventeen items regarding training received while in high school, the seniors in the present study and the graduates in the 1954 study ranked the several items in essentially the same order in terms of satisfactory training received. A "development of high ideals and a suitable moral code" and "improvement in the ability to undertake and proceed with new tasks" ranked number one and two on both lists. At the opposite end, or in terms of "least satisfaction," three items ranked 15, 16, and 17 on both lists. These were: (15) training for effective use of leisure time, (16) training in supervising or directing the activities of others, and (17) guidance and counsel on selection of the proper job for me. The item which changed rank most drastically from 1954 to 1962 was a "development of a broad understanding of social and economic problems." Its rank changed from ten to five.

11. In reaction to fifteen items regarding their influence on vocational choice, "a fair knowledge of my own interests and abilities" ranked number one on all three lists (seniors in the present study, high-ranking graduates in the 1954 study, and low-ranking graduates in the 1954 study). The item "a guidance class in high school," ranked last or fifteenth on all three lists.

12. In the case of leisure-time activities, the rankings of the activities, in terms of extent of participation in the present study and the 1954 study, were very similar. "Listening to the radio" ranked number one on both lists. The

activity which changed the most in rank was "watching television." Its rank increased from 32 to 17.

13. In terms of years of study of certain subjects, two or more years were completed by the students in the following percentages: (1) mathematics—78 per cent; (2) science—67 per cent; (3) social studies—93 per cent; and (4) foreign languages—29 per cent. In the case of English, 94 per cent had been exposed to three or four years of study. In foreign languages, about 46 per cent had studied some language, with Spanish the most popular of the languages.

14. About 74 per cent of the students felt that the educational system of the United States was better than that of Russia's whereas 22 per cent felt otherwise. Some realistic statements were given to back up the "yes" or "no" responses.

15. In terms of continuing their education beyond the high school, the following statements seem pertinent: (1) about 80 per cent planned to continue; (2) about 72 per cent indicated their parents wanted them to continue; (3) about 53 per cent indicated their teachers encouraged them to continue; (4) about 49 per cent said their parents could afford to help them financially but with much sacrifice; (5) about 40 per cent would borrow money to continue their education; (6) about 42 per cent rated their high schools "very good" or "superior" in terms of preparation for college; and (7) business, teaching, and engineering were the most frequently mentioned fields for college study.

Schoolmen of Kansas might well ponder the reactions of the seniors in this study, with the aim of improving high school programs for the youth of Kansas.

Appendix

Tables 2-33

TABLE 2
What is your sex?

Male	51.47
Female	48.27
No reply	0.26
	100.00%

TABLE 3
Are you married?

Yes	1.75
No	97.75
No reply	0.50
	100.00%

TABLE 4
What is (or was) the formal education of your father or guardian?

Did not attend school	0.13
Did some grade school work	5.87
Finished grade school	16.65
Did some high school work	17.48
Graduated from high school	30.93
Did some college work	15.20
Received a college degree	8.87
Received more than one college degree	4.25
No reply	0.62
	100.00%

TABLE 5
What is (or was) the formal education of your mother or guardian?

Did not attend school	0.03
Did some grade school work	2.40
Finished grade school	10.99
Did some high school work	17.44
Graduated from high school	40.87
Did some college work	16.96
Received a college degree	9.50
Received more than one college degree	1.19
No reply	0.62
	100.00%

TABLE 6

How satisfied are you thus far with your academic achievement in high school?

Thoroughly dissatisfied	3.27
Somewhat dissatisfied	45.69
Satisfied	46.04
Thoroughly satisfied	4.61
No reply	0.39
	100.00%

TABLE 7

In reviewing your high school years, do you feel you have had an inspirational teacher?

Yes	82.89
No	16.49
No reply	0.62
	100.00%

TABLE 8

If your answer to the previous question is YES, *in which of the following subject-matter areas is this teacher?*

Mathematics	10.46
Social sciences	14.73
English and speech	19.24
Science	8.68
Foreign languages	2.45
Vocational (home economics, agriculture, business, industrial arts, etc.)	15.69
Music	5.22
Art	2.25
Physical Education	3.84
No reply	0.33
	82.89%

TABLE 9

What is the average number of hours you spend studying per week (both at school and at home)?

Less than 5	10.86
5 to 10	37.01
11 to 20	33.60
21 to 30	11.99
More than 30	6.28
No reply	0.26
	100.00%

TABLE 10

How many different extracurricular activities have you participated in while in high school (athletic, musical, speech, student government, journalistic, dramatic, artistic, social, hobby groups, etc.)?

None	4.06
1	7.38
2	11.82
3	14.79
4	15.11
5	13.38
6	10.11
7	5.39
8 or more	17.74
No reply	0.22
	100.00%

TABLE 11

What is the average number of hours PER WEEK you spend on extracurricular activities?

None	11.32
1 to 4	36.30
5 to 10	30.00
11 to 20	17.04
21 to 30	3.95
More than 30	1.11
No reply	0.28
	100.00%

TABLE 12

How valuable and useful do you consider your participation in extracurricular activities in high school to be?

A distinct waste of time and effort	1.39
Of no particular use or value	4.56
Perhaps of some value	26.53
Valuable and useful	46.64
Very valuable and useful	19.94
No reply	0.94
	100.00%

TABLE 13

How valuable and useful do you consider your high school education to be?

A distinct waste of time and money	0.19
Of no particular use or value	0.12
Perhaps of some value	2.71
Valuable and useful	20.86
Very valuable and useful	76.04
No reply	0.08
	100.00%

TABLE 14

In what ways and to what extent have you obtained satisfactory training or experience while in high school?

After each of the statements write the number 1, 2, 3, 4, or 5 using the following code:

1—Unsatisfactory (disappointed)
2—Somewhat unsatisfactory (somewhat disappointed)
3—About average in this respect (moderately satisfied)
4—Somewhat above average (very good)
5—Highly satisfactory (well pleased)
No reply

	Responses by Percentages					
	1	2	3	4	5	No Reply
1. Information and advice on future education	5.20	12.52	44.75	25.41	11.87	0.25
2. Guidance and counsel on selection of the proper job for me	12.28	21.13	37.62	18.93	8.99	1.05
3. Training for the vocation in which I hope to engage	9.75	14.56	34.13	25.84	15.11	0.61
4. Development of effective health habits	3.64	7.22	38.16	32.92	17.67	0.39
5. Preparation for home and family living	6.80	12.87	40.02	26.07	13.78	0.46
6. Training for active participation in civic and community life	4.07	12.96	39.76	31.72	11.22	0.27
7. Development of high ideals and suitable moral code	3.35	7.75	30.62	34.96	22.68	0.64
8. Improvement in ability to undertake and proceed with new tasks	1.70	6.87	37.90	39.88	13.36	0.29
9. Development of ability to meet people easily	2.92	10.87	30.96	33.30	21.62	0.33
10. Training in supervising or directing the activities of others	6.98	19.82	40.13	22.89	9.82	0.36
11. Preparation in speaking and writing effectively	5.30	15.85	35.91	29.79	12.90	0.25
12. Stimulation of a desire to read and appreciate good literature	6.80	16.96	30.61	27.04	18.42	0.17
13. Development of a sound philosophy of life	4.16	11.35	40.56	30.84	12.62	0.47
14. Training for effective use of leisure time	6.37	17.57	42.33	25.45	7.93	0.35
15. Cultivation of a wholesome appreciation of work	3.53	10.09	43.10	32.06	10.70	0.52
16. Development of a broad understanding of social and economic problems	3.08	11.99	39.69	32.79	12.19	0.26
17. Stimulation of esthetic appreciation, particularly for good music and art	9.14	18.92	30.65	22.67	18.18	0.44

TABLE 15

How would you rate yourself in terms of intellectual curiosity? (Do you frequently ask yourself why a particular thing is so or how you know it is true?)

Considerably below average	0.62
Somewhat below average	4.16
Average	44.33
Somewhat above average	38.36
Considerably above average	12.42
No reply	0.11
	100.00%

TABLE 16

How would you rate yourself in terms of willingness to stand discomfort (a cold, illness, etc.) in completion of a given task?

Considerably below average	0.89
Somewhat below average	4.86
Average	43.26
Somewhat above average	39.47
Considerably above average	11.42
No reply	0.10
	100.00%

TABLE 17

How would you rate yourself in terms of willingness to spend time, "beyond the ordinary schedule," in completion of a given task?

Considerably below average	1.14
Somewhat below average	7.87
Average	41.73
Somewhat above average	38.46
Considerably above average	10.67
No reply	0.13
	100.00%

TABLE 18

How would you rate yourself in terms of "questioning" the absolute truth of statements from textbooks, newspapers, and magazines or of statements made by persons in position of authority such as teachers, lecturers, and professors?

Considerably below average	1.66
Somewhat below average	14.84
Average	50.42
Somewhat above average	24.84
Considerably above average	7.97
No reply	0.27
	100.00%

TABLE 19

Below are listed a number of factors which may have influenced the vocational choice you have made or the one you are considering.

Please respond to every item. How important was each factor to you? Indicate this by writing the number 1, 2, 3, 4, or 5 using the following code: 1—Very much; 2—Much; 3—Some; 4—Hardly any; 5—Not at all

	Responses by Percentages					
	1	2	3	4	5	No Reply
1. Advice of your parents	27.60	27.02	30.49	11.04	3.66	0.19
2. Advice of a high school teacher	9.96	25.07	36.44	18.38	9.96	0.19
3. Advice of a high school counselor	11.08	20.61	30.19	18.79	18.71	0.62
4. Advice of a high school principal or superintendent	6.90	12.80	20.90	22.16	36.84	0.40
5. A guidance class in high school	3.79	9.53	18.58	13.44	52.65	2.01
6. Other subjects studied in high school	18.09	29.69	37.38	8.49	6.03	0.32
7. Books you read in high school	9.97	20.07	38.46	19.67	11.63	0.24
8. The program of the high school as a whole	9.45	22.59	39.17	17.82	10.74	0.23
9. Working at this vocation after school, on Saturday, or during summer vacations	18.79	15.29	18.42	13.29	33.48	0.73
10. A fair knowledge of my own interests and abilities	38.09	40.64	18.28	1.99	0.70	0.30
11. Talks with people not connected with the high school or college	22.03	28.33	29.36	12.42	7.39	0.47
12. Advice of a minister	7.50	10.09	18.34	17.62	45.91	0.54
13. Public library books or lectures	5.61	14.13	31.96	23.96	24.06	0.28
14. Motion pictures you have seen	4.55	11.41	28.92	25.69	29.10	0.33
15. General reading in newspapers and magazines	7.26	19.90	41.67	19.54	11.30	0.33

TABLE 20

How do you spend your leisure time?

After each item indicate the degree of your participation in the activity by using the following code:

1—I participate in this activity *more than* the average person does.
2—I participate in this activity *less than* the average person does.
3—I *do not* participate in this activity at all.
NR—No Reply.

	Responses by Percentages			
	1	2	3	NR
1. Amateur dramatics	17.35	23.42	58.90	0.33
2. Attending large social functions	31.97	53.04	14.53	0.46
3. Attending small social entertainments	48.82	44.16	6.44	0.58
4. Book reading for pleasure	41.11	49.84	8.84	0.21
5. Card playing	30.31	49.78	19.62	0.29
6. Church and related organizations	47.99	43.38	8.18	0.45
7. Dancing	46.21	40.79	12.52	0.48
8. Entertaining at home	26.87	59.33	13.36	0.44
9. Informal discussions, e.g., "bull sessions"	55.72	34.33	9.30	0.65
10. Indoor team sports—basketball, volleyball, etc.	32.42	40.81	26.41	0.36
11. Indoor individual sports—bowling, pool, etc.	40.90	46.87	12.65	0.59
12. Listening to the radio	63.42	32.76	3.36	0.46
13. Magazine reading for pleasure	48.15	45.47	5.96	0.42
14. Attendance of motion pictures	40.86	53.64	5.13	0.37
15. Newspaper reading	43.35	52.10	4.12	0.43
16. Odd jobs at home	50.67	44.40	4.46	0.47
17. Organizations or club meetings as a member	39.96	43.35	16.22	0.47
18. Organizations or club meetings as a leader	26.41	40.12	33.07	0.40
19. Outdoor team sports—hockey, baseball, etc.	32.22	41.01	26.37	0.40
20. Outdoor individual sports—golf, skating, etc.	33.32	46.13	20.15	0.40
21. Picnics	29.33	62.16	8.00	0.51
22. Playing musical instruments or singing	36.30	30.03	33.29	0.38
23. Spectator of sports	57.32	36.07	6.19	0.42
24. Musical programs or concerts	27.75	44.40	27.45	0.40
25. Theater attendance (not motion pictures)	10.47	35.50	53.59	0.44
26. Traveling or touring	34.19	53.19	12.22	0.40
27. Visiting art galleries, museums, etc.	15.08	49.57	34.89	0.46
28. Volunteer work—social service, etc.	16.47	49.85	32.93	0.75
29. Fishing or hunting	38.22	34.43	26.93	0.42
30. Camping	27.75	38.98	32.90	0.37
31. Special hobbies not mentioned above	45.39	38.96	14.80	0.85
32. Watching television	34.70	58.99	6.24	0.47

TABLE 21

How many semesters have you studied (or will you have studied by graduation) in the following subject-matter areas (a semester is a half year or about four and one-half months of the school year)?

Subject	Number of Semesters in Percentages			
	0	1	2	3
1. Mathematics	0.47	0.78	16.96	2.98
2. Science	2.49	1.33	25.64	2.98
3. English	0.58	0.16	0.76	0.90
4. Speech	56.03	9.93	26.15	1.39
5. Social science (history, political science, government, etc.)	0.68	0.40	2.50	3.19
6. Foreign languages	44.98	3.02	20.59	1.29

Subject	Number of Semesters in Percentages					
	4	5	6	7	8	No Reply
1. Mathematics	31.63	2.79	20.58	2.33	20.39	1.09
2. Science	32.42	2.33	18.84	1.59	11.88	0.50
3. English	2.98	0.52	23.17	4.27	66.19	0.47
4. Speech	3.45	0.44	0.95	0.13	0.56	0.97
5. Social science (history, political science, government, etc.)	32.95	7.51	30.64	4.15	17.41	0.57
6. Foreign languages	18.67	0.59	6.00	0.24	3.35	1.27

TABLE 22

Which foreign languages have you studied (you may check one or more)?

Spanish	19.66
French	6.56
German	2.65
Russian	0.12
Other	17.27
None	37.39
No reply	16.35
	100.00%

TABLE 23

Do you think the U.S.S.R. (Russia) has a better educational system than the United States?

Yes	21.62
No	73.91
No reply	4.47
	100.00%

TABLE 24

Do you think the U.S.S.R. (Russia) has a better educational system than the United States? (Should you wish to give your views on this question, do so by writing a statement in the space below.)

Response	Statement
1. Yes	Yes, because a lot of the doctors that have studied in Russia are some of the very best. Also Russia is very scientific and mathematical minded, and is very much more advanced in the Space Age than the United States is.
2 No	In the United States everyone has a chance for an education. Thus we turn out many more scholars than the U.S.S.R. The quality of the scholar is, I believe, dependent upon the individual and not the system.
3. Yes	The above question is hard for me to answer. I believe Russia's program is better for educating the exceptional students, but I think the United States has the best facilities for education of the masses.
4. No	Russia selects those students which have a higher mentality than the average student. These average, or below average, students are placed in trade schools or something of that kind. The others, the intellects, are placed in schools to further their education. The United States lets anyone go to school and further their education, if they can make it.
5. Yes	In some ways they are superior. They speed up the education and they get more education in a shorter time. They also weed out the "slow" students and keep the class moving. In our system we more or less have a choice to take what we want. In the United States' system there should be more of a desire to learn. Too many people go to school to waste their time and the teacher's.
6. No	This depends on what you mean by an "educational system." As far as learning the subject matter, they are superior to us; however, your social life is just as important as your subject matter, and also must develop. The United States has definitely shown to other countries that we are superior in all fields of social life, as well as high in academic intelligence. Sometimes our country may go a little overboard with "social life," but this is better than none at all. Living with people, loving them, and understanding them is very much needed in times such as these, and this cannot be achieved by Russia's system of education. "All work and no play makes John a dull boy."
7. Yes	The U.S.S.R. has put much more emphasis on the academic achievements of their students. The United States is, of course, interested in this but has failed to make its students see the importance of taking higher courses in languages, mathematics, and the sciences.
8. No	The schools in Russia seem to be more strict than the schools in America. However, American schools do maintain discipline. By this I mean that Russian schools go to an extreme in discipline. To keep a democratic form of government we need to strive together to keep discipline without dictatorship.

TABLE 24 *(continued)*

Response	Statement
9. Yes	Russia may not have as nice school buildings as the United States but it takes intelligent pupils to build up a good educational system. Russia must have intelligent people or they wouldn't have been able to build the satellites.
10. No	Much of their education is falsified and used solely for the betterment of the state. They learn more science, mathematics, and foreign languages, but what about morals, plain good living, and good government?
11. Yes	They start training in science, mathematics, and foreign languages at an earlier age than we do.
12. No	Good Russian students are forced to go to school and take specific courses. Others are sent to work on the farms. Our free system tends to make students want to work on the subjects they are studying.
13. Yes	In Russia the more intelligent pupils are separated from the others. This develops more chemists and scientists. They take the child when he is 3 or 4 years of age and begin to indoctrinate him which is a big step in coming up with more intellectual giants.
14. No	Russia decides which children are to get an education, and the parents have no opportunity to say what they think their children should be taught. Every child in America has an opportunity for an education.
15. Yes	Russia knows that everyone is not equal mentally, physically, and morally. Therefore, they send only those capable of doing college work on to college. In America we think everybody who can beg, borrow, or steal the money should go to college. For many this is a waste of time, money, and effort, and sometimes disturbs one mentally through the frustration of not being able to do the work.
16. No	Any system or institution is capable of appearing as very superlative, well-staffed, etc., but the heartbeat of education lives in the philosophy of life that it presents to man.
17. Yes	The teaching methods of John Dewey and Henry James have dealt this country's educational system a serious blow. A student should be told what to study and receive an education which will give him the basis for carrying on in the particular field that has been chosen for him.
18. No	Freedom of choice is always preferable rather than having the government choose the education and vocation of the young people.
19. Yes	The Russian students graduate from high school with an education equivalent to a degree in an accredited college or university in the U.S.A. But I do believe the U.S.A. is improving.

TABLE 24 *(concluded)*

Response	Statement
20. No	In the U.S.A. anyone can prepare himself for an occupation which he would like to pursue. Only the more intelligent Russian students are given an education, and the others are told what job they can have.
21. Yes	The Russian students have to study. They aren't allowed to waste their time dancing, listening to the radio, etc.
22. No	I think the United States has made exceptional progress in the field of education in the past few years.
23. Yes	In our school no one studies and all the teachers are too easy on the students. I hardly ever have homework and usually I don't have anything to do in study hall but I still make good grades—A's and B's and it isn't because I'm a genius. Something is wrong with this school.
24. No	I do not think their system is better but their higher levels of education will consist of those who are of higher intelligence. I think if our system could regulate to a certain extent the flow of students seeking admission to our colleges, maybe we could put our good teaching methods to use. The more intelligent students would not be held back by the slower ones.

TABLE 25

After graduation from high school do you plan to continue your education?

Yes	80.79
No	17.35
No reply	1.86
	100.00%

TABLE 26

If you plan to continue your education, what kind of a school will you attend?

Public or state supported	
Junior college (two-year college)	10.12
State teachers college	6.86
State college	11.20
State university	18.43
Private or privately supported	
Junior college (two-year college)	1.97
Liberal Arts college	6.64
University	4.67
Teachers College	0.58
A vocational school, business college, or trade school	16.32
No reply	23.21
	100.00%

TABLE 27
Do you plan to continue your schooling in an institution outside of Kansas?

Yes	19.69
No	60.67
No reply	19.64
	100.00%

TABLE 28
What attitude is characteristic of your parents about your going to college?

Will not let me go	0.55
Do not care whether I go	8.74
Want me to go to college	72.06
No reply	18.65
	100.00%

TABLE 29
What influence have your high school teachers had on your plans to go to college?

Discouraged me from going to college	1.08
Had no effect on my decisions	27.04
Encouraged me to go to college	53.20
No reply	18.68
	100.00%

TABLE 30
If you go to college (or desire to go) how able will your parents be to help you?

Cannot afford it	13.85
Can afford it but with much sacrifice	48.52
Can easily afford it	17.91
No reply	19.72
	100.00%

TABLE 31

If you go to college (or plan to do so), what is the field of your interest?

Agriculture	2.40
Architecture	1.99
Aeronautics	0.83
Business	15.05
Chemistry	1.42
Dentistry	0.64
Engineering	7.24
Fine Arts	4.21
Forestry	1.38
Home Economics	2.09
Journalism	1.02
Law	1.76
Liberal Arts	2.89
Medicine	3.10
Nursing	4.12
Pharmacy	0.40
Social Work	2.67
Teaching	11.45
Veterinary	0.84
Undecided	13.56
No reply	20.94
	100.00%

TABLE 32

Would you borrow money to go to college?

Yes	40.15
No	39.04
No reply	20.81
	100.00%

TABLE 33

How would you rate the educational opportunities offered by your high school in regard to preparation for college work?

Very inferior	1.30
Inferior	7.20
Good	30.04
Very good	31.88
Superior	10.42
No reply	19.16
	100.00%

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Those issues of *Kansas Studies in Education* which are still in print are listed below. Copies may be secured at cost by requesting them from the Dean, School of Education, The University of Kansas, Lawrence, Kansas.

Vol. 3, No. 1, *A Summary Report to the North Central High Schools of Kansas on Criterion 2: Pupil Activity Program, Library Service, Guidance Service,* by Kenneth E. Anderson. January, 1952, 24 p.

Vol. 3, No. 3, *A Summary Report to the North Central High Schools of Kansas on Criterion 5: School Plant and Equipment,* by Kenneth E. Anderson, with an addendum: "Acoustical Considerations of School Buildings," by James E. Nickerson. April, 1953, 24 p.

Vol. 4, No. 1, *A Summary Report to the North Central Schools of Kansas on Criterion 3: School Staff,* by Herbert A. Smith and Kenneth E. Anderson. April, 1954, 24 p.

Vol. 4, No. 2, *Body Measurements of Male Students Entering the University of Kansas,* by Edwin R. Elbel. May, 1954, 24 p.

Vol. 5, No. 2, *A Summary Report to the North Central High Schools of Kansas on Criterion 4: Administration and Supervision,* by Herbert A. Smith and Kenneth E. Anderson. April, 1955, 62 p.

Vol. 6, No. 1, *Differentiation of the Phenomenal Field,* by A. H. Turney. July, 1955, 22 p.

Vol. 7, No. 1a, *Who Would be Eliminated? A Study of Selective Admission to College,* with an addendum: "The Class of 1958," by George B. Smith. December, 1956, 28 p.

Vol. 9, No. 1, *Let's Look at the Record! The High School Preparation of 1124 University of Kansas Freshmen,* by George B. Smith. September, 1958, 71 p.

Vol. 9, No. 2, *A Study of Persistence in College Attendance in Relation to Placement-Test Scores and Grade-Point Averages,* by Milo Stucky and Kenneth E. Anderson. April, 1959, 58 p.

Vol. 10, No. 2, *A Study of Questionnaire Responses from Kansas High School Participants and Non-Participants in the National Merit Scholarship Testing Program,* by A. W. Dirks and Kenneth E. Anderson. April, 1960, 28 p.

Vol. 11, No. 1, *A Study of the Relationships Between Grade-Point Averages, Placement-Test Scores, Semester Hours Earned, and Area of Major Interest, for the Group Who Entered The University of Kansas in the Fall of 1954,* by E. L. Barnhart and Kenneth E. Anderson. January, 1961, 36 p.

Vol. 12, No. 1, *Heights and Weights of College Students,* by Edwin R. Elbel and Ralph I. Canuteson. March, 1962, 24 p.

Vol. 12, No. 2, *A Study of the Interest in Art of Adults with and without Elementary School Creative Art Experience,* by Maud Ellsworth and Dana F. Johnson. April, 1962, 22 p.

Vol. 13, No. 1, *A Proposal for the Administrative Unit of Educational Organization in Kansas,* by Phil A. Cook. September, 1962, 40 p.

Vol. 13, No. 2, *The University of Kansas Conference on Team Teaching.* Februar , 1963, 31 p.

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